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ANALYSIS OF QUESTIONNAIRE COMPLETED BY UTAH VOCATIONAL DIRECTORS.

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A QUESTIONNAIRE, DESIGNED TO DISCOVER WAYS IN WHICH THE STATE STAFF COULD PROVIDE MORE EFFECTIVE SUPPORT TO LOCAL VOCATIONAL DIRECTORS AND PREPARED BY THE RESEARCH COORDINATING UNIT AT THE REQUEST OF THE STATE ADMINISTRATOR FOR VOCATIONAL AND TECHNICAL EDUCATION, WAS DISTRIBUTED TO VOCATIONAL DIRECTORS IN A SUMMER WORKSHOP. CONCLUSIONS BASED ON 20 RESPONSES AND DISCUSSIONS WITH INDIVIDUAL DIRECTORS INDICATED THAT ONE OF THE BETTER WAYS TO DEVELOP THE EXPERIENCE OF DIRECTORS IN ALL ASPECTS OF THEIR DUTIES IS FOR THE STATE OFFICE PERSONNEL TO WORK WITH, OR THROUGH, THEM IN ALL MATTERS PERTAINING TO THEIR DISTRICTS. THE DIRECTOR WILL THEN BE ABLE TO FACILITATE PROGRAM EXPANSION AND THE IMPROVEMENT OF QUALITY WHILE RETAINING CONTROL AND DIRECTION. THE ANNUAL SUMMER WORKSHOP IS VERY IMPORTANT TO DIRECTORS FOR UPDATING THEIR KNOWLEDGE IN VOCATIONAL AND TECHNICAL EDUCATION. RECOMMENDATIONS WERE THAT (1) STATE SPECIALISTS DEAL WITH, OR THROUGH, VOCATIONAL DIRECTORS OR DISTRICT SUPERINTENDENTS ON ALL MATTERS PERTAINING TO THE DISTRICTS, (2) THE AGENDA FOR THE SUMMER WORKSHOP FOR THE DIRECTORS BECOME THE RESPONSIBILITY OF THE STATE ADMINISTRATOR FOR VOCATIONAL AND TECHNICAL EDUCATION, AND (3) A FINAL ATTEMPT TO ENCOURAGE THE DISSEMINATION OF THE RESULTS OF THE PEABODY STUDY BE MADE IN WRITING TO DISTRICT SUPERINTENDENTS. (HC)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINAL REPORT

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OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Produced by the Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.

Project Director and Principal Investigator
John F. Stephens

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Background and Purpose

At the request of the State Administrator for Vocational and Technical Education, the Research Coordinating Unit prepared a questionnaire for use at the summer vocational conference at Utah State University, 5-9 June 1967. The questionnaire was designed to provide information in the areas of training, planning, organization and evaluation as these areas pertain to the Vocational Directors.

Sample

The questionnaire was distributed to the Vocational Directors in a meeting of their section at the summer vocational workshop on 5 June 1967. Twenty of the questionnaires were completed and returned during the week by directors representing both large and small districts throughout Utah.

An opportunity was provided for the directors to ask questions about the questionnaire prior to its completion and submission; none were raised.

Preparation of Questionnaire

The categories of information were compiled after discussion with the Administrator, Mark Nichols, with several of the State Vocational Specialists, and with the RCU Associate Director, Austin Loveless.

The draft questionnaire was briefed to Mark Nichols, his changes were incorporated and the final questionnaire was printed. A copy is attached as enclosure 1.

Results of Questionnaire

The compilation of the answers received is attached as enclosure 2, but in brief, the answers to the questions posed indicate the following:

a. The Vocational Director's time is primarily concerned with administrative matters, although his responsibility for planning, training and evaluating is recognized.

b. The majority of Directors favor the continuation of the June vocational conferences and the continuation of the winter UVA workshop for training and orientation purposes.

c. Few Directors have recent experience in industry, and must rely on summer workshops (particularly the June Vocational Workshop) to update their knowledge. Few subscribe to individual University courses during the school year, or enroll in post-secondary summer school programs.

d. Vocational advisory committees exist in most districts, and most committees met during the spring.

e. Two-thirds of the respondents hold administrators' certificates and three-fourths belong to the UVA, AVA, UEA, and NEA.

f. The Future Farmers of America is the most effective student club, and the Future Homemakers is second.

g. The Vocational Directors do not want the State Specialists working directly with the individual teachers, but prefer that Specialists work directly with Directors, and only with teachers when requested.

h. The majority of the districts have not conducted "Little Peabody" conferences.

Conclusions

The following conclusions are based on the completed questionnaires, plus discussions with individual directors:

a. As the population in the State grows and vocational education offerings expand, more and more of the success of these vocational programs will depend on the expertise of the Vocational Directors. One of the better ways to develop the experience of the Directors in all aspects of their duties (administration, planning, training, operation and evaluation) is for the State Office Personnel to work with, or through, the Directors in all matters pertaining to the districts. This will tend to cause a Director to become the focal point for all matters pertaining to vocational education for the personnel of his district. Efficient assumption of all responsibilities by Vocational Directors will allow program expansion and quality improvement while retaining control and direction.

b. The annual Summer Vocational Workshop at Utah State University is a major device employed by the Directors to update their knowledge in vocational and technical education. The Winter UVA Workshop is also a valuable training tool.

c. The majority of the Vocational Directors did not attach sufficient importance to the Peabody Study to schedule "Little Peabody" conferences in their districts.

Recommendations

It is recommended that the following actions be initiated immediately:

a. That State Specialists deal with, or through, Vocational Directors or District Superintendents on all matters pertaining to the districts, and that a written notice of this intention be sent to all districts.

b. That the agenda for the summer vocational workshop for the Director's Section become the responsibility of the State Administrator for Vocational and Technical Education rather than remain the responsibility of the President of the Administrators Section of the UVA, since this appears to be the main training session for most of the Directors. The State Administrator could discuss policy and administrative matters with the Directors, each Specialist could be allotted time to explain new programs, trends, etc., to the Directors, the RCU Director could present an overview of the status of vocational research in the state, the Liaison

with Industry Representative could describe the status of coordination among the public schools, labor and industry, and the Fiscal Agent could discuss financial matters.

c. That one final attempt be made in writing to the District Superintendents/ Vocational Directors, encouraging the dissemination of the results of the Peabody Study to the vocational education personnel of the districts.

Distribution: Internal, plus one to each Vocational Director

QUESTIONNAIRE FOR VOCATIONAL DIRECTORS

The purposes of this questionnaire are to discover ways in which the State Staff can provide more effective support to the Vocational Directors; and to cause the Vocational Directors to ponder the effectiveness of their endeavors.

Organization

1. There are several frameworks within which the State Vocational Specialists can operate with the districts; which do you prefer as Vocational Director? (Check a "best" and a "worst")

Best	Worst	
		a. State Specialists deal directly with individual vocational teachers
		b. State Specialists deal only with District Vocational Directors (or Superintendents)
		c. State Specialists deal with Vocational Directors, and with individual teachers only <u>as requested by the Vocational Directors</u>
		d. Other (describe): _____

2. District Staff relationships between the Vocational Director and his Superintendent vary, which of the following most closely describes the staff relationship in your district, and which do you <u>most</u> and <u>least</u> prefer if you were permitted to change:

Actual	Preferred		
(check 1)	Most (check 1)	Least (check 1)	
			a. Vocational Director makes recommendations directly to Superintendent or Assistant Superintendent.
			b. Vocational Director reports to an intermediate staff member below the Asst. Superintendent level.
			c. Voc. Director operates independently within guidelines and budgets established by the Superintendent and briefs the Superintendent periodically.

Planning

3. There is little uniformity in the Vocational Directors' planning functions and responsibilities among the districts. Which of the following best describes your role. (Check one)

   a. The superintendent publishes planning guidelines, philosophy and policy, and the Vocational Director drafts the vocational plan.

   b. The Vocational Director prepares guidelines and policy, and drafts the vocational plan for Superintendent's comment.

   c. Superintendent drafts the vocational plan, and the Vocational Director comments on it.

   d. Other (describe): _____

   _____

   _____

4. Check the following statement which best describes your total role as a Vocational Director in assisting your schools in planning their individual vocational programs:

   a. Conduct budget/curricula planning workshops, disseminates planning guidelines and budget limitations, and serves as a consultant as requested.

   b. Distribute planning guidelines and budget limitations and serves as a consultant as requested.

   c. Serve as a consultant to the local schools as requested.

   d. Prepare the plans for the individual schools.

   e. Arrange for the various State Vocational Specialists to visit individual schools and assist in planning.

5. What was the date of your "Little Peabody" meeting with your school officials and local industry. (If no meeting was held, write "none")_____
   date

Training

6. During the 1966-67 school year, what in-service training programs have you, as Vocational Director, conducted for the teachers of your district:

Subject or Vocational Section	Month
_____	_____
_____	_____
_____	_____
_____	_____

7. What was the date of the most recent University course you took with a view toward up-dating your knowledge or skills: _____ (year)

_____ (institution)

8. What was the most recent year in which you worked with industry in a vocational, technical, administrative or supervisory capacity? _____ (year)

What was your title on the job? _____ (title)

9. When should annual State vocational workshop be held, in June after the close of school, or in August before the opening of school?

_____ June or August

10. Does the winter UVA workshop serve as a useful in-service training device?

_____ (yes or no)

Evaluation

11. Who in your district performs an annual evaluation of the district's vocational program? _____ (title)

12. Which of the following factors are considered in the evaluation of your district's vocational program (check all applicable terms)

a. Cost of program

b. Number of students

c. Job placements

d. Needs of industry

e. Goals of students

f. Entry into post-secondary vocational/technical schooling

g. Entry into post-secondary baccalaureate programs

13. In what terms is your "evaluative" answer expressed? (If not known, write "unknown"

_____ (Adjectival, numerical, letter grade, dollars, other, unknown)

Advisory Committees

14. Does an advisory committee exist at the district level to assist in the formulation and implementation of vocational policies and programs?

_____ (yes or no)

15. If the answer to #14 is "yes":

a. During which month did the committee last meet? _____
(month)

b. Who is chairman? _____
(name, and title or occupation)

c. Which of the following interests are represented on the Advisory Committee? (Check all applicable areas)

(1) Labor	(4) Federal Government	(7) Education
(2) Management	(5) State Government	(8) Civic Organizations
(3) Agriculture	(6) Local Government	(9) Church Organizations

Professional Organizations

16. Place a check beside those of the following organizations to which you belong:

UVA
AVA
UEA
NEA

Certification

17. Do you hold the Administrative Supervisors Certificate? _____
(yes or no)

Student Clubs

18. Which ones of the following student vocational clubs exist in your district (check each one)

FFA
VICA
FHA
DECA

19. List by priority the following clubs, rating them by their effectiveness in developing student leadership. (FFA, VICA, FHA, DECA)

1. _____
2. _____
3. _____
4. _____

RECAP ON THE QUESTIONNAIRE FOR VOCATIONAL DIRECTORS

There was a total of twenty (20) questionnaires returned.

Organization

1. Question: There are several frameworks within which the State Vocational Specialists can operate with the districts; which do you prefer as Vocational Director?

Best	Worst	Question
1	11 2/	a. State Specialists deal directly with individual vocational teachers
1	7 2/	b. State Specialists deal only with District Vocational Directors (or Superintendents)
14		c. State Specialists deal with vocational Directors and with individual teachers only as requested by the Vocational Directors
7		d. Other 1/
1	3	No response

1/ A synthesis of the reply of "other" is as follows: The state specialist should work with the vocational directors and teachers; the director should always be informed of the activity.

2/ One questionnaire had A and B checked as the worst.

2. Question: District Staff relationships between the Vocational Director and his Superintendent vary. Which of the following most closely describes the staff relationship in your district, and which do you most and least prefer if you were permitted to change?

Actual	Most Preferred	Least Preferred	Question
13 3/	5	1	a. Vocational Director makes recommendations directly to Superintendent or Assistant S.
1	2	12	b. Voc. Director reports to an intermediate staff member below the Asst. Supt. level
6 3/	11	0	c. Voc. Director operates independently within guidelines and budgets established by the Supt. and briefs the Supt. periodically
1	2	7	No response.

3/ One questionnaire had both A and C checked as the actual relationship.

3. Planning

Question: There is little uniformity in the Vocational Directors' planning functions and responsibilities among the districts. Which of the following best describes your role?

3	a.	The Superintendent publishes planning guidelines, philosophy and policy, and the Vocational Director drafts the vocational plan
14	b.	The Vocational Director prepares guidelines and policy, and drafts the vocational plan for Superintendent's comment.
1	c.	Superintendent drafts the vocational plan, and the Vocational Director comments on it.
2	d.	Other: 4/

4/ "Other" was described as:

1. Teachers prepare guidelines, philosophy and policy and draft the voc. plan for the superintendent's comment.
2. About half the time the vocational director finds out about it late or after it has happened--the condition is improving, however.

4. Question: Check the following statement which best describes <u>your total role</u> as a <u>Vocational Director</u> in assisting your schools in planning their individual vocational programs:

9	a.	Conduct budget/curricula planning workshops, disseminates planning guidelines and budget limitations, and serves as a consultant as requested.
8	b.	Distribute planning guidelines and budget limitations and serves as a consultant as requested.
2	c.	Serve as a consultant to the local schools as requested.
0	d.	Prepare the plans for the individual schools.
0	e.	Arrange for the various State Vocational Specialists to visit individual schools and assist in planning.
1		No response

5. Question: What was the date of your "Little Peabody" meeting with your school officials and local industry.

12	No Response or None
1	Questionable
1	February
1	March 1, 1967
1	March ?
2	April 1967
1	September
1	October and November

Training

6. Question: During the 1966-67 school year, what in-service training programs have you, as Vocational Director, conducted for the teachers of your district?

(1) Cooperative Occupational Education--September-December 1966
An Emerging Philosophy of Business Education--September 1966-May 1967
Integrating Guidance and Vocational Education--January 1967
Workshop for all Voc. Ed. Coordinators--September-June
Workshop for Industrial Education--September-June
Workshop for Home Economics--September-June

(2) Business--September
Agriculture--October

(3) Workshop to develop a 4-year plan in vocational guidance, exploration, training and experience--June-July 1967

(4) Teacher Training Course--November-December 1966

(5) Teachers and Counselors Meeting--No date

(6) Home Economics--August-November

(7) Budget Program--April

(8) Adult Education Workshop--December 1966-January 1967
Industrial Education Teachers--First Tuesday each month
Home Marketing Teachers--Third Tuesday each month
C.O.E., D.El, and Ser. Trades-- ?
Industrial Education Workshop--Fourth week in August
Auto Motors--Third week in August

(9) Vocational Planning Meeting, All Vocational Teachers--November
Vocational Planning Meeting, All Vocational Teachers--February
Vocational Faculty Meeting, Supp. budgets--April
Program for coming year and budgets--May

(10) Vocational Agriculture--April
Business--April

(11) All Vocational Education Disciplines--April

(12) T. and I. -- December-January
Adult Vocational--September-January
Home Living--September-January
Vocational Agriculture--September

(13) District Workshop--General and Sectional Meeting--August and every second Tuesday throughout the year.

(14) No Meetings -- 1

(15) No Response -- 6

7. Question: What was the date of the most recent University course you took with a view toward up-dating your knowledge or skills:

Date	School	Number Attending
1963	U.S.U.	1
1964	U.S.U.	1
1965	U.S.U.	1
1965	State Univ. of N.Y.	1
1966	B.Y.U.	1
1966	U.S.U.	8
1966	U. of U.	2
1966-67	U.S.U.	1
1967	B.Y.U.	1
1967	U.S.U.	1
1967	U.S.U. & Oregon State U.	1
No Response		1

8. Question: What was the most recent year in which you worked with industry in a vocational, technical, administrative or supervisory capacity?

Year	Job Title	Number of Persons
1942	Assistant Superintendent	1
1942	Bookkeeper	1
1954	Secretary	1
1954	Superintendent	1
1964	Treasurer	1
1964	Manager	1
1965	Carpenter	1
1966-67	California Steel and Tube Brigham Construction Co.	1
Current	Contractor	1
None or Never		9
No Response		2

9. Question: When should annual State vocational workshop be held, in June after the close of school, or in August before the opening of school?

June	14
August	6

10. Question: Does the winter UVA workshop serve as a useful in-service training device?

Yes	12
No	6
Doesn't know	1
No response	1

Evaluation

11. Question: Who in your district performs an annual evaluation of the district's vocational program?

Director of Vocational Education	4
Director	4
Director and Superintendent	3
Superintendent	3
Teachers, Principals, Curriculum Director with the Director	3
Superintendent and Teachers	1
Asst. Superintendent and Director	1
No Response	1

12. Question: Which of the following factors are considered in the evaluation of the district's vocational program?

a. Cost of program	18
b. Number of students	19
c. Job placements	13
d. Needs of industry	12
e. Goals of students	14
f. Entry into post-secondary voc./ technical schooling	16
g. Entry into post-secondary baccalaureate programs	11

13. Question: In what terms is your "evaluative"answer expressed? (Adjectival, numerical, letter grade, dollars, other, unknown)

Adjectival	6
Numerical	6
Letter Grade	1
Dollars	4
Unknown	10
Other 5/	5

5/ Teachers-Counselors and Advisory Committee

Advisory Committees

14. Question: Does an advisory committee exist at the district level to assist in the formulation and implementation of vocational policies and programs?

Yes	18
No	2

15. Question: If the answer to #14 is "yes":

(a) During which month did the committee last meet?

March	5
April 1967	5
May	2
June	1
Oct.	2
Spring	1
Future	1
No Response	1

(b) Who is chairman?

1 - Russell Borchert, Employment Manager
2 - Ralph Dibble, Farmer
3 - Clair Frieshknecht, Personnel Officer, Hill Air Force Base
4 - Barclay Gardner, Utah Employment Security Statistician
5 - Maurice Glover
6 - Elaine Henderson, Management
7 - John Homer, Engineer for State Road Comm. (Has moved away)
8 - Neill Jensen, Auto Parts Store Manager
9 - Max Knight, Labor
10 - John Lofgreen
11 - Dr. Ross B. McArthur, Voc. Ed. BYU
12 - Harry McMillan, Bookkeeper
13 - Calvin Osborne, Osborne Engineering Supply
14 - Mr. Poulson, Manager, Telephone Co.
15 - Gordon Wilson, Manager and Owner of Wilson Chev.
16 - Dean Woolton, Education
17 - To be selected
18 - Director of Vocational Education

(c) Which of the following interests are represented on the Advisory Committee?

Labor	14	Fed. Government	7	Education	11
Management	16	State Government	7	Civic Organiz.	14
Agriculture	11	Local Government	7	Church Organiz.	5
				Business	1
				Home	1

Professional Organizations

16. Question: Place a check beside those of the following organizations to which you belong: UVA, AVA, UEA, NEA.

UVA	17
AVA	15
UEA	18
NEA	17
None	1

Certification

17. Question: Do you hold the Administrative Supervisors Certificate?

Yes	13
No	6
Applied for	1

Student Clubs

18. Question: Which ones of the following student vocational clubs exist in your district: FFA, VICA, FHA, DECA

FFA	17
VICA	3
FHA	16
DECA	11
None	1

19. Question: List by priority the following clubs, rating them by their effectiveness in developing student leadership (FFA, VICA, FHA, DECA).

	FFA	VICA	FHA	DECA
1	16		1	
2			12	4
3		4	2	4
4				2